

Markscheme

November 2015

History route 2

Higher level

**Paper 3 – aspects of the history
of Asia and Oceania**

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Paper 3 markbands: The following bands provide a précis of the full markbands for paper 3 published in the History guide (2008) on pages 77–81. They are intended to assist marking, but must be used in conjunction with the full markbands found in the guide. **For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate's work please contact your team leader.**

18–20:	Answers are clearly focused, with a high degree of awareness of the question, and may challenge it successfully. Knowledge is extensive, accurately applied and there may be a high level of conceptual ability. Evaluation of different approaches may be present as may be understanding of historical processes as well as comparison and contrast where relevant. Evaluation is integrated into the answer. The answer is well-structured and well-focused. Synthesis is highly developed.
15–17:	Answers are clearly structured and focused, have full awareness of the demands of the question, and if appropriate may challenge it. Accurate and detailed historical knowledge is used convincingly to support critical commentary. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively. Answers are well-structured and balanced and synthesis is well-developed and supported with knowledge and critical commentary.
12–14:	Answers are clearly focused on the demands of the question. Relevant in-depth knowledge is applied as evidence, and analysis or critical commentary is used to indicate some in-depth understanding, but is not consistent throughout. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented. Synthesis is present, but not always consistently integrated. Focus on AO3 and AO4.
9–11:	Answers indicate that the question is understood, but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context, and historical processes, such as comparison and contrast, are understood. There is a clear attempt at a structured approach. Focus on AO1, AO2 and AO4. Responses that simply summarize the views of historians cannot reach the top of this markband.
7–8:	The demands of the question are generally understood. Relevant, historical knowledge is present but is unevenly applied. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. There is an attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
5–6:	Answers indicate some understanding of the question, but historical knowledge is limited in quality and quantity. Understanding of historical processes may be present but underdeveloped. The question is only partially addressed.
3–4:	There is little understanding of the question. Historical knowledge is present but the detail is insufficient. Historical context or processes are barely understood and there are little more than poorly substantiated assertions.
1–2:	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There is little more than unsupported generalization.
0:	Answers not meeting the requirements of descriptors should be awarded no marks.

Examiners and moderators are reminded of the need to apply the markbands that provide the **“best fit”** to the responses given by candidates and to **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (eg, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme: *ie*, responses that offer good coverage of some of the criteria should be rewarded accordingly.

Colonialism in South and Southeast Asia and Oceania — late 18th to the mid 19th century

1. Examine the reasons for, and impact of, British colonization of **either** Australia **or** New Zealand.

Candidates must consider a range of social, political and/or economic reasons why Britain colonized either Australia or New Zealand and they should also assess the impact of that colonization on their chosen country.

Indicative content

Australia:

- The loss of the American Colonies meant that Britain wanted to find alternative land for a new British colony, in addition to which, there was a need to create a penal colony to ease pressure in Britain.
- In terms of individuals, there were several reasons for their decision to emigrate, including the attraction of work, land, gold and/or greater religious freedom.
- The impact of colonization was also varied. For example, many settlers occupied land without authority and most of the administration of the early colonies was done by the military. The first governments established were autocratic and demand for representative government began soon after the settlement of the colonies.
- Australian aboriginal reactions to the arrival of British settlers varied, but were often hostile when the presence of the colonizers led to a shortage of resources and to British occupation of Aboriginal lands. This and the introduction of European diseases decimated the Australian aboriginal populations who had never authorized British colonization.
- The Australian Colonies Government Act (1850) produced constitutions and parliaments and established the British monarch as the symbolic head of state. By 1860 there were six colonies in Australia with their own legislatures.

New Zealand:

- Britain was motivated by the desire to prevent other European powers, from making gains in the region. There was also a good deal of lawlessness in the area and the British wanted to create more stability.
- In 1839, the New Zealand Company announced plans to buy land and establish colonies in New Zealand. This alarmed the missionaries, who called for British control of European settlers in New Zealand.
- In terms of individuals, there were several reasons for their decision to emigrate, including the attraction of work, land, and/or gold.
- The impact of colonization was different to that in Australia. In 1840 the British and Maori chiefs signed the Treaty of Waitangi giving Maori equal rights with British citizens.
- The country rapidly gained some measure of self-government through the New Zealand Constitution Act 1852, which established central and provincial government. Although race relations were generally peaceful in this period, there were conflicts over who had ultimate power in particular areas: the Governor or the Maori chiefs.

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2. Discuss the reasons why opposition to colonial rule grew in **two** Southeast Asian countries during the late 18th to the mid-19th century.

Candidates will offer a considered and balanced review of the impact of colonial rule and why it led to growing opposition in two Southeast Asian countries. Popular choices will be Indonesia, French Indo-China and the Philippines.

Indicative content

- Political factors may include the creation of institutions by the colonists such as a state bureaucracy, legal system, press, and modern education. All of this helped to sow the seeds of the nationalist movements in the colonial territories.
- Candidates may discuss the economic and trade interests of the colonial power in that country and how this had an impact on the people. The exploitation of resources in these regions may be addressed as could the ways in which the colonial power enforced changes, for example the French suppression of the opium trade. Taxation created much resentment amongst the people as it was often high and left peasants with little money and/or few resources.
- In terms of social factors, the introduction of Christianity also had profound effects on society. Christian missionaries were often perceived as a social, and sometimes political, threat. For example, courtesans in French Indo-China feared for their status in a society that insisted on monogamy. Other factors, for example cultural effects, could be seen through the threat that language and education were perceived as having on a society.
- Towards the end of this period opposition groups began to emerge. They were still relatively small at this stage and opposition was mainly found amongst the educated elite who became increasingly frustrated at the limitations they faced as a result of colonial rule.

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Traditional East Asian societies — late 18th to the mid 19th century

3. To what extent did the treaties imposed on China in the years 1842 to 1844 satisfy the demands of the Western powers?

Candidates must consider the merits of the suggestion that the western powers made the most of their demands on China during the given period. Candidates may choose to discuss the limitations of the Canton system before assessing the extent to which the treaties resolved these issues. Candidates may consider the causes of the Second Opium War as evidence that the demands of Britain at least were not satisfied.

Indicative content

- The Canton system meant that the Western presence was restricted to the Thirteen Factories on the harbour of Canton and at particular times of the year. The *Cohong* fixed import/export prices leaving no room for individual negotiation. While this gave Qing officials greater control over foreign trade, it proved to be a major restriction for the foreign merchants.
- Through the Treaty of Nanjing (Nanking, 1842) and Treaty of the Bogue (1843), Hong Kong was ceded to Britain and five treaty ports were opened. Many aspects of the Canton system were abolished; fixed tariffs were ended, extraterritoriality was established and Britain gained most favoured nation status.
- Through the Treaty of Wangxia (Wanghia), which was signed by the US and China in 1844, the opium trade was prohibited by the US and, in return, the US benefited from a number of perquisites offered by the Chinese.
- Through the Treaty of Huangpu (Whampoa 1844), the French received the same rights that the British had gained at Nanjing, and by pushing for the legalization of Christianity, the French also won the right to act as the protector of Catholicism in China.
- In balancing their responses, candidates should consider what grievances and/or issues remained unresolved, such as the opium trade between Britain and China, and how this led to the renewed hostilities of 1858 and the later treaties.
- Candidates may refer to the Treaty of Tianjin (Tientsin), 1858, and the Convention of Peking (1860) to show what further demands were desired. These included the opening of more ports, further access to China's interior for trade and/or missionary purposes and the right to have foreign legations.

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4. To what extent had the power of the Tokugawa Shogunate already been weakened before the arrival of Commodore Perry in 1853?

Candidates are expected to consider the merits or otherwise of the concept that the Tokugawa Shogunate was weakened before the arrival of Commodore Perry by assessing the nature and strength of the Shogun's power before and after the arrival of Perry. Some candidates may argue in favour of the concept; however others may argue that the Shogun's position was still strong in 1853 and that it was Perry's arrival that undermined it.

Indicative content

- Economic problems such as increased taxation, higher rents and famine had all led to peasant rebellions.
- The western tozama clans (Satsuma, Choshu, Hizen and Tosa) had become increasingly more powerful with some even having limited trade with the West.
- The social hierarchy began to break down as the merchant class grew increasingly powerful and the status of the Samurai was in decline. Years of peace forced many Samurai to marry into merchant families or become merchants themselves.
- The expense of alternate attendance of the daimyo left many indebted to the new merchant class.
- The new schools of learning challenged the position of the shogun. Kokugaku (National Learning) supported the restoration of the emperor. The Rangaku movement (Dutch Learning) also became increasingly influential and argued against isolation believing learning from the west would strengthen rather than harm Japan.
- Following Perry's arrival the Shogun's lack of decision and action in dealing with the "barbarians" undermined his position even further.

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Developing identities — mid 19th to the early 20th century

5. “Economic exploitation led to the emergence of nationalism in French Indo-China.” To what extent do you agree with this statement?

Candidates are required to consider the merits or otherwise of the statement asserting that nationalism in French Indo-China was the direct result of French economic exploitation. They should look at the causes of nationalism in French Indo-China in the context of a wider range of factors, including religious persecution and cultural interference.

Indicative content

- Heavy taxes were imposed on local populations and the French exploited resources of tea, rice, coffee, tin and rubber. However, there was some industrialization and improvements to the infrastructure of French Indo-China were made, particularly in terms of transport and communication.
- Other factors given could include the impact of Catholic missionaries (who were seen to be destroying Buddhism), as well as education and the use of the French language, all of which created tension.
- Early nationalist movements in Vietnam included the *Dong Du* and *Duy Tan Hoi*. *Dong Du* proposed armed rebellion against the French whereas *Duy Tan Hoi* promoted education for the masses and a peaceful transition of power. Both movements were suppressed by the French, which made the nationalist movement more radicalized.
- In the 1920s two new nationalist groups emerged in Vietnam. The *Quang Phuc Hoi* and the *Quoc Dan Dang*. Both groups proposed armed resistance against the French and both were also suppressed by the authorities.
- The influence of communist ideology was also important in Vietnam. In 1930 the Comintern helped to formulate the Vietnamese Communist Party (later to be the Indo-China Communist Party). Yet despite support from the Comintern, the party was almost wiped out by the French.
- Cambodia was, politically, relatively quiescent before the Second World War. However, national consciousness was emerging among a handful of educated Khmer. In 1936 Son Ngoc Thanh and another Khmer Krom named Pach Chhoeun, began publishing the first Khmer language newspaper. It mildly condemned French colonial policies, particularly French domination of the economy, and the lack of opportunities for educated Khmer.
- Rebellions in Laos from the turn of the century were primarily in response to French taxation and also French suppression of the opium trade. Ninety per cent of Laotians were subsistence farmers producing just enough to pay taxes.

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6. “The All India Muslim League and the Indian National Congress had similar aims and objectives up to 1918.” Discuss.

Candidates are required to provide a balanced review of the aims of the two movements and assess the extent to which these were aligned up to the set date.

Indicative content

- The Indian National Congress (INC) founded in 1885 had the objective of obtaining a greater share in government for educated Indians and was created to form a platform for political dialogue of educated Indians with the British Raj.
- The demands of the INC became more radical in the face of constant opposition from the government, and they began to focus on the issue of independence. The Congress became a powerful group working against caste differences, untouchability, poverty, and religious and ethnic issues within India.
- The All India Muslim League was created in 1906. The catalyst for the emergence of the league was a growing concern that the Hindu majority would not protect Muslim culture and religion in an independent India. Muhammad Ali Jinnah became its leader in 1913.
- Initially the goals of the League did not include establishing a separate Muslim state, but rather on protecting Muslim liberties and rights and their contributions to Indian Independence included the Morley-Minto reforms (1909) and the Lucknow Pact (1916).
- Following the Jallianwala Bagh or Amritsar Massacre, Mohandas Gandhi called for *Satyagraha*. The INC supported this and Jinnah resigned as a member in protest. This would cause lasting divisions between Hindus and Muslims.

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Early modernization and imperial decline in East Asia — mid 19th to the early 20th century

7. Evaluate the reasons for the failure of the Hundred Days Reform Movement **and** the consequences of that failure for China.

Candidates are expected to consider a variety of reasons why the reform movement failed and appraise those reasons before assessing the impact that this failure had on China.

Indicative content

- Emperor Guangxu (Kuang-hsu) ordered a series of reforms aimed at making sweeping social and institutional changes. These included the modernizing of education and the military and the elimination of pointless government positions.
- Opposition to the reform was intense among the conservative ruling elite who condemned the announced reform as too radical and proposed instead a more moderate course of change.
- Chinese political power at the time was firmly in the hands of the ruling Manchu nobility. The Iron Hats faction dominated the Grand Council and sought ways to expel all Western influence from China. The Emperor set about enacting his reforms largely bypassing the powerful Grand Council. The councillors, angry at the Emperor's actions and fearful of losing the political power they had, then turned to the Empress Dowager Cixi (Tzu-hsi) to remove the emperor from power.
- Kang Youwei (K'ang Yu-wei) and his allies could be described as hopeless dreamers unaware of the political realities in which they operated. It could be argued that the conservative elites were not opposed to change and that practically all of the reforms that were proposed were eventually implemented less than a decade later.
- The role and personal interests of Empress Dowager Cixi may also be addressed.
- The consequences could include the Boxer Rebellion and Protocol, the Late Qing Reform Movement and the growth of revolutionary attitudes, including the Tongmenghui.
- The 1911 "Double Ten" Nationalist Revolution could be seen as a long-term consequence.

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8. Evaluate the factors that led to Japan’s “opening” of Korea in 1876 and the consequences of this opening for the region.

Candidates must make an appraisal of the various events and issues that led to Korea being “opened up” in 1876. These could include weaknesses within Korea as well as the growing strength of Japan. Responses will also show an understanding of what the consequences of this were for the region.

Indicative content

- Queen Min gained power in Korea following the overthrow of Heungseon Daewongun. Japan decided to use this time of political instability to develop a plan to open up Korea before a European power could. In 1875, their plan was put into action.
- Details of Japan’s modernization programme under Emperor Meiji may be given to explain why Japan now desired territorial gains. Examples should be relevant to Japan’s actions in Korea, for example the modernization of their armed forces and/or their rapid industrialization.
- Japan employed gunboat diplomacy to press Korea to sign an unequal treaty. This ended Korea’s status as a tributary state of the Qing and opened three ports to Japanese trade. The Treaty also granted the Japanese many of the same rights in Korea that Westerners enjoyed in Japan, such as extraterritoriality.
- With the signing of its first unequal treaty, Korea became another easy target for other powers. In 1882 Korea signed a treaty with the US and, in 1885, Britain occupied Geomun Island. Korea’s relations with China were permanently altered although China still maintained close links with Korea until Japan successfully challenged the Qing Empire in the Sino-Japanese War (1894–1895).
- In 1910 the Japanese annexed Korea.
- Political stability within Korea was also affected by these events, with China and Japan often supporting opposing forces within the country. An example of this could be the Gapsin Coup of 1884.
- With reference to the impact of Japan’s “opening up” of Korea on the region, Korea was a tributary state of China and so this damaged Chinese prestige in the region. However, for Japan this was further evidence of their success at modernization and gave them the confidence to expand further.

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Impact of the World Wars on South and Southeast Asia to the mid 20th century

9. “Jawaharlal Nehru had a limited impact on the Indian Independence Movement.” To what extent do you agree with this statement?

Candidates are expected to consider Nehru’s role in depth and evaluate his actions and significance; however it is likely that they will do this in the context of other individuals who may have played a greater or lesser role such as Gandhi and Jinnah.

Indicative content

- Candidates may reference Nehru’s involvement in the non-cooperation movement; he was arrested and imprisoned nine times. In the rift that formed within the Congress following the sudden closure of the non-co-operation movement, Nehru remained loyal to Gandhi and did not join the Swaraj Party.
- Nehru played a leading role in the development of the internationalist outlook of the Indian independence struggle. He sought foreign allies for India and forged links with movements for freedom and democracy all over the world.
- He was Secretary of the United Provinces Congress Committee between 1926 and 1928 and was president of the Congress Party in 1929, 1936, 1937 and 1946.
- Discussion of Nehru’s political views could include his demand for full independence rather than Dominion status, support of non-violence and his desire to bring an end to religious discrimination and the caste system. His views shaped the direction of the Indian National Congress.
- Nehru helped to make the struggle of the people in the princely states a part of the nationalist movement for independence. The All India States People’s Conference was formed in 1927. Nehru who had been supporting the cause of the people of the princely states for many years was made the President of the Conference in 1935.
- Candidates may also discuss Nehru’s involvement in the Quit India Campaign and his role in the negotiations with Wavell and Mountbatten and refer to the fact that he would become India’s first, and longest serving, Prime Minister.
- Candidates may also argue that other leaders, such as Gandhi and Jinnah were more significant to the movement.

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10. Examine the reasons that led to the success of the Indonesian Nationalist Movement in 1949.

Candidates are required to consider a variety of reasons as to why Indonesia gained independence with an attempt to ascertain why this happened in 1949.

Indicative content

- The frustration felt by many young educated Indonesians at the limits placed on them by Dutch rule led to the formation of nationalist movements. In 1927 Sukarno established the Partai Nasional Indonesia, PNI (Indonesian National Party), which opposed imperialism and promoted secularism and unity.
- The nationalist movement gained mass support following Sukarno's imprisonment. During this time the party split into two groups; one promoted mass agitation (influenced by Sukarno) and the other continued to focus on the educated elite (Hatta).
- Japanese occupation of Indonesia from 1942 to 1945 enabled the nationalist movement to increase its support and gain military strength. Sukarno and Hatta were willing to support the Japanese. Sukarno was put in charge of militia units that totalled two million people by 1945. By mid 1945 the Japanese also allowed for the creation of an Indonesian quasi-legislature, which discussed the future of Indonesia as an independent state. Following the Japanese unconditional surrender, Sukarno and Hatta declared Indonesian independence.
- Sukarno was prepared to fight for Indonesian independence and had the means to do so. Militia from the Second World War were organized to prepare for Allied intervention. Open conflict soon broke out and the British managed to gain control of key ports while the Dutch occupied the Outer Islands. However, the British wanted to withdraw and allowed Dutch forces to replace them. The British encouraged negotiations to take place between Dutch and Indonesians.
- Sukarno was, initially, willing to compromise and, in November 1946, the Linggadjati Agreement was made. Sukarno agreed to accept Dutch sovereignty in the short-term as long as there would be future negotiations.
- Sukarno gained international support because of his opposition to communism in Indonesia. The Indonesian Communist Party rebelled against Sukarno's actions but this was quickly put down. This gained Sukarno support from the US. The Dutch broke the Linggadjati agreement in 1947 and 1948 with massive offensives against Republican forces. Hatta and Sukarno were captured.
- There was international outrage towards Dutch actions in Indonesia and the US put huge pressure on the Netherlands to release Republican leadership and agree to talks. The Dutch were eventually forced to accept Indonesian Independence in 1949.

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The Republic of China 1912–1949 and the rise of Communism

11. “The Long March was a complete failure but the Chinese Communist Party (CCP) managed to transform it into a propaganda victory.” To what extent do you agree with this statement?

Candidates are required to consider the extent to which the Long March was a failure as well as its importance for Chinese Communist Party (CCP) propaganda purposes. Responses may suggest that the CCP made substantial gains as a result of the Long March, which may be used to challenge the question.

Indicative content

- The Long March was a result of Jiang Jieshi’s (Chiang Kai-Shek’s) Fifth Extermination Campaign against the communists. A combination of more successful tactics on the part of the Guomindang, GMT (Kuomintang, KMT) and the CCP’s abandonment of guerrilla tactics resulted in heavy defeats for the communists and forced them to retreat with about 100,000 men.
- It took the communists six weeks to break through the blockhouse rings encircling Jiangxi (Chiang-hsi) and they were then forced to fight a major battle at the Xiang (Hsiang) River. The communists had already lost 45,000 men within two months.
- These disasters forced the Red Army commanders to question the tactics of Otto Braun. At Zunyi (Tsun-i) Braun was suspended and military command was given to Mao Zedong (Mao Tse-tung) and Zhu De (Chu Teh). Guerrilla tactics were redeployed very successfully.
- Heroic stories from the Long March, such as the crossing of the Dadu (Tatu) River, served as powerful propaganda for the CCP.
- The Long March also had symbolic value; as well as showing the CCP in a heroic light it showed Jiang’s control was not absolute.
- Yan’an (Yen-an) was also isolated enough to help Mao build up the CCP’s base and gather support to fight the Japanese. This made them appear nationalistic and won them much support amongst the peasantry.
- It could also be argued that the Long March was a complete failure and it was only the Japanese invasion that saved the communists from annihilation.

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12. “Jiang Jieshi (Chiang Kai-shek) was a cruel leader who did little to address the needs of the Chinese people.” With reference to the period 1927 to 1937, to what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of the nature of Jiang’s (Chiang’s) regime and they should assess and make a judgment on his leadership style and achievements during the set period. Jiang’s policies also need to be discussed in terms of whether they met the needs of the majority of the Chinese people.

Note: Whilst Jiang’s leadership of China did not commence until 1928, the question has been opened up to include events in 1927, for example the Shanghai Massacre. Nevertheless, candidates may, if they wish, use 1928 as a starting point.

Indicative content

- Significant gains were made during the Nanjing (Nanking) Decade in the areas of foreign diplomacy, international recognition, the revision of the treaty system and return of foreign concessions.
- Economically there were significant developments in business, banking, industry and communications. In the coastal areas the success of these developments was apparent.
- The New Life Movement (1934) sought to reform aspects of Chinese society. However, its focus was on restoring Confucian values rather than modernization.
- Jiang did little to address the needs of the Chinese peasants. Many rural areas were still under the control of warlords and there were no attempts made at land reform. Jiang appeared to only look after the interests of industrialists and landowners.
- Oppression was a constant feature of his regime. Jiang created the fascist-like Blue Shirts. In 1927 he purged the Communists during the White Terror and then organized extermination campaigns against them in the years 1930 to 1934.
- Jiang also failed to respond to the growing threat of the Japanese, only agreeing to a Second United Front after his officers kidnapped him in the Xi’an (Hsi-an) Incident (1936).

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Imperial Japan: empire and aftermath 1912–1952

13. “The rise of militarism in the 1930s led to the end of democratic government in Japan.”
To what extent do you agree with this statement?

Candidates must demonstrate a clear understanding of reasons for the decline of democratic government in Japan and assess the role that militarism played in this. In doing so, they are likely to discuss a range of contributory factors and many of them may choose to challenge the statement. Arguments that democracy had already been fundamentally undermined before the 1930s are valid; however responses should predominantly focus on the events of the 1930s.

Indicative content

- The liberal nature of Japan in the 1920s may be considered. Universal male suffrage was introduced in 1925. Some candidates may suggest that democratic processes were already undermined in the 1920s often as a result of corrupt politicians or negative developments in international relations.
- The failure of democratic parties to deal with the effects of the Great Depression resulted in the Japanese looking for alternative systems to democracy.
- The army used this opportunity to reassert itself. Expansion into Manchuria seemed to provide a solution to some of the economic problems Japan faced but also gained the army great prestige. The Kwantung Army acted without the knowledge of the government, which undermined its authority.
- A consequence of the Manchurian Incident was the emergence of factions within the government and conflict between these groups led to plots and assassinations, all of which further weakened the democratic government.
- After 1932 most prime ministers were drawn from the military, although there were exceptions such as Kono Fumimaro, who tried to curb the military and maintain democratic processes.
- The actions of the military in China also affected Japan’s foreign relations and pushed Japan into finding new allies (Germany and Italy) with fascist/militaristic governments.
- The appointment of Tojo as prime minister of Japan in 1941 can be seen as the definite end of democracy in Japan and the establishment of a militaristic government.

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14. To what extent did the US Occupation reforms transform the political and social structure of Japan up to 1952?

Candidates are expected to assess the US occupation reforms that affected the political and social structure of Japan. A judgment should then be made as to the extent these really changed the nature of Japanese thinking.

Indicative content

- Political reforms may include demilitarization; reducing the power of the governing elites, introducing democracy and the constitution of 1947. The 1947 Constitution enfranchised women, guaranteed fundamental human rights, strengthened the powers of Parliament and the Cabinet, and decentralized the police and local government. Shintoism was abolished as a state religion. The status of the Emperor was also reduced although he was still revered amongst the Japanese people.
- Social reforms could include the widening availability of education and the changing role of women. In the post-war general elections of 1946, the unexpectedly high female voter turnout led to the election of 39 female candidates, and the increasing presence of women in politics was seen as a major shift in the nature of Japanese society.
- Japan's post-war constitution, included a "Peace Clause" that renounced war and banned Japan from maintaining any armed forces. This was intended to prevent the country from ever becoming an aggressive military power again. However, within a decade, America was pressuring Japan to rebuild its army as a buffer against communism in Asia.
- The Reverse Course adopted by the US in 1947/1948 may be discussed to show that the initial reforms adopted by the US did transform aspects of society but that many of these reforms were later undone due to concerns about the spread of communism in Asia.

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Developments in Australia and New Zealand, and in the Pacific Islands 1941–2000

15. Evaluate the methods used to establish a national identity in New Zealand between 1945 and 2000.

Candidates are required to consider what factors have impinged upon New Zealand's identity since 1945 and establish how the country has set about developing a national identity. There should be some attempt to establish the importance of the various methods deployed with a supported judgment as to how far the original aims have been met.

Indicative content

- From the late 19th century until the 1950s New Zealand's identity had been contained within an imperial identity. New Zealanders saw their country as playing a special role as a loyal member of the British Empire.
- The experience of New Zealand soldiers fighting in the Second World War reinforced the men of New Zealand's sense of themselves as tough, adaptable and egalitarian.
- International sport was a key area where New Zealanders demonstrated their identity to themselves and the world. The success of the *All Blacks* rugby team established an image of New Zealanders as both good at working as a team and with significant physical prowess.
- The process by which New Zealand gained independence was gradual and their ties with Britain simply loosened over time. New Zealand's role as a member of the Commonwealth still helped to shape its identity in 2000.
- Changes in citizenship policy dramatically affected the way New Zealanders saw their national identity. In 1948 New Zealand citizenship was created. However, it was not until the Citizenship Act of 1977 that New Zealand citizens simply had "New Zealander" stated in their passports.
- New Zealand's foreign and economic policies also helped shape its identity. The effects of Britain joining the European Economic Community (EEC) in 1973 forced New Zealand to look for new markets in Asia and government criticism of French nuclear testing in the South Pacific demonstrated New Zealand's links to the Pacific region.
- New Zealand's tough stance against apartheid in the 1970s and its anti-nuclear position in the 1980s left New Zealanders feeling proud of their small nation setting moral examples to the rest of the world.
- From the 1970s there were numerous protests that argued that Maori identity should form a part of New Zealand's identity. The Maori language was promoted through the *kohanga reo* (language nest) movement and from the 1980s New Zealand governments adopted a policy of biculturalism. From the mid-1980s increased immigration from Asia and the Pacific resulted in a more multi-cultural society.
- However, New Zealanders often had diverse views about what their country's identity should be. New Zealand's involvement in international affairs such as the Vietnam War provoked conflict about the nature of New Zealand. Debates still continued into the 21st century as to whether New Zealand was a bicultural or multicultural nation and to what extent it should see itself as part of Asia, as a Pacific nation or Commonwealth member.

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16. Examine the reasons for the changes in Australia's foreign policy and international alignments following the Second World War.

Candidates are required to investigate the reasons why Australia began to change its foreign policy and look for new allies as result of the events of the Second World War and its aftermath. There will be an assessment of these reasons and candidates are expected to provide a supported judgment as to their individual and/or collective significance.

Indicative content

- Between 1940 and 1941 Australian troops were sent to Europe and, at the same time, the threat of Japanese expansion in the region grew. Australia became increasingly concerned about Britain's ability to protect Australia.
- After the attack on Pearl Harbor, Prime Minister Curtin recalled Australian troops and refused to comply with British military requests. Instead he forged an alliance with the US and allowed Australian troops to be placed under US command.
- Following the Second World War Australia realized it could no longer depend on Britain for security so it entered the Australia, New Zealand, United States Security (ANZUS) Treaty.
- The rise of communism in Asia presented another potential threat and so Australia allied with the US and others to form the South East Asia Treaty Organization (SEATO) in 1954. Australia also supported the US in both the Korean and Vietnam conflicts.
- Relations with Britain did, however, stay close. Australia remained a member of the British Commonwealth and it also supported Britain's actions in Borneo and Malaysia. Cultural ties were maintained as a result of the large number of British migrants.
- British membership of the European Economic Community (EEC) in 1973 forced Australia to look elsewhere for trade and economic ties became closer to Asia in this time period.

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Developments in South and Southeast Asia from the mid 20th century to 2000

17. To what extent do you agree that Indian foreign policy was successful in the years 1947 to 2000?

Candidates are expected to consider examine the nature and achievements of Indian foreign policy during the set period and consider its merits or otherwise before arriving at a substantiated judgment as to the extent it was successful.

Indicative content

- India played a key role in establishing the Non-Aligned Movement in 1961. Though India pursued close relations with both the US and the USSR, it decided not to join any major power bloc and refrained from joining military alliances.
- After the Sino-Indian War and the Indo-Pakistani War of 1965, India made considerable changes to its foreign policy. It developed a close relationship with the Soviet Union and started receiving massive military equipment and financial assistance from the USSR. This had an adverse effect on the Indo-US relationship.
- In response, the US gave Pakistan military assistance. This created an atmosphere of mistrust between India and the US. The Indo-US relationship further suffered when the Soviets took over Afghanistan and India overtly supported the Soviet Union. Following nuclear tests carried out in India in the 1970s the US imposed sanctions on them.
- Relations with China were turbulent in this period. In 1962 war broke out between the two and conflict over their boundaries continued for many years. Indo-Chinese relations did however improve gradually after 1988.
- Relations between India and Pakistan were dominated by years of mistrust and suspicion since the partition of India in 1947. The principal source of contention between India and its western neighbour was the question of sovereignty over the territory of Kashmir.
- The end of the Cold War significantly affected India's foreign policy. The country sought to strengthen its diplomatic and economic ties with the US, the People's Republic of China and the European Union. India also forged close ties with the member states of the Association of Southeast Asian Nations (ASEAN) and the Arab League.

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18. With reference to **two** of the following countries: the Philippines, Malaysia, Singapore, Brunei, Indonesia, Burma, Sri Lanka or Bangladesh, examine the factors that affected their social and political development during the second half of the 20th century.

Candidates must consider the various issues that played a role in the social and political development of their chosen countries, although individual factors need not necessarily apply to both social and political issues. Nevertheless, there should be an attempt at a substantiated conclusion that attempts to elucidate what the most significant factor (or group of factors) was.

Indicative content

- Political developments could include the ways a country achieved independence from a colonial power and the processes by which that country established its own national identity.
- The impact of conflict on a country's political development may be assessed; the Cold War conflict had an impact on much of this region, and political tensions within a country, such as the rise of Islamic extremist groups in Indonesia, may also be addressed.
- Social developments could include gender, racial and/or religious differences and the ways and extent to which they were resolved.
- Developments in education, health and/or welfare systems may also be assessed.

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China: the regional superpower from the mid 20th century to 2000

19. Examine the methods used, and the level of success achieved, by Mao Zedong (Mao Tse-tung) in his effort to impose Communist rule on the Chinese people by 1961.

Candidates will consider the different ways Mao Zedong (Mao Tse-tung) secured Communist rule through a combination of popular support and the use of force, and then reach a substantiated conclusion as to how successful these efforts had been by 1961.

Indicative content

- Popular social policies such as the Marriage Law, education and health programs all helped to win Mao a good deal of support amongst the Chinese peasants. Also Mao's initial economic policies, such as controlling inflation and introducing agrarian reform were seen as successful.
- Mao purged party members who appeared to be a threat to his position. Purges of the party began as early as 1953 and examples of those threats included, Gao Gang and Rao Shushi, who were perceived to be too ambitious. During the suppression of counter-revolutionaries there were thousands of public executions, which brutalized the population into obedience.
- The "Speak Bitterness" Campaigns resulted in the deaths of between two and three million landlords. The Three- and Five-Anti Campaigns punished those seen as a threat to the new regime. Those found guilty were sent to labour camps or "persuaded" to commit suicide. It is estimated that approximately two million of those committed suicide demonstrating the effectiveness of the repression campaign.
- Labour camps ("lao-gais") served as a deterrent to potential opponents. People were also encouraged to report on neighbours acting suspiciously. People's lives were further controlled through the use of registration procedures, which collected detailed information on individuals.
- The process of collectivization enabled Mao to control the population. As a result of the Five Year Plans seventy-five million peasants had been pushed into collective farms. Few peasants still farmed on an individual basis. Communal living allowed for the Chinese Communist Party (CCP) to have direct control over daily life.
- The Reunification Campaigns in Tibet, Xinjiang and Guandong ensured that the People's Liberation Army (PLA) gained tight control of these important strategic regions.
- The Hundred Flowers Campaign seemed to present an opportunity for greater freedom and expression. However, this freedom was short-lived and when criticisms began shifting toward him personally, Mao moved to suppress the movement and punish some of its participants in the Anti-Rightist Movement that followed.

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20. Evaluate the reasons why, and the ways in which, Deng Xiaoping (Teng Hsiao-p'ing) transformed China's economy between 1976 and 1997.

Candidates are required to identify the reasons why Deng Xiaoping (Teng Hsiao-p'ing) believed that it was necessary to introduce economic reform in China and then attempt to discuss the extent to which his actions and policies fulfilled his objectives.

Indicative content

- Economic problems such as food shortages, a lack of investment in industrial developments, shortage of skilled workers may be identified as consequences of Mao Zedong's (Mao Tse-tung's) regime.
- By the late 1970s, food supplies and production had become desperately low and fear of famine increased. Deng responded by decollectivizing agriculture and emphasizing the Household-responsibility system, which divided the land of the People's communes into private plots. This policy increased agricultural production and the living standards of hundreds of millions of farmers.
- The Four Modernizations were implemented by Deng from 1978, to strengthen the areas of agriculture, industry, national defence, and science and technology in China. The Four Modernizations were adopted as a means of rejuvenating China's economy in 1978 following the death of Mao.
- Special Economic Zones (SEZs) were created by Deng as a series of zones for foreign investment that were relatively free of the bureaucratic regulations and interventions that hampered economic growth. These regions became engines of growth for the national economy.
- To accelerate the modernization process Deng stepped up the volume of foreign trade by opening up its markets, especially the purchasing of much needed machinery from Japan and the West.

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Global impact of the region in the second half of the 20th century

21. With reference to **one** country, to what extent has religion affected its relations with the region?

Candidates may consider the influence of religion alongside other aspects that have affected regional relations; however the focus of the question must be on the named issue. A reasoned conclusion is expected. Popular choices may be India, Pakistan, Indonesia or Burma, but accept any relevant country.

Indicative content

India or Pakistan:

- India and Pakistan both gained independence after the British partition of India in 1947. Pakistan became a Muslim state, which eventually had authoritarian governments, whilst India became a secular democracy with a Hindu majority. Partition caused millions of people to be displaced. This whole process led to many violent clashes and massacres.
- Since 1947 relations between India and Pakistan have remained tense. The control of the different Muslim and Hindu regions of Kashmir was the focal point of much conflict leading to wars in 1947, 1965 and 1999. In the 1971 Indo-Pakistan War, India supported the liberation of Bangladesh.
- India recognized the Soviet-backed government of Afghanistan whilst Pakistan supported the resistance to the Soviet invasion of Afghanistan in 1979.
- In the late 20th century the rise of Islamic fundamentalism with links to the Taliban and Al-Qaeda flourished in Pakistan with India being opposed to the Taliban in Afghanistan. Pakistan was blamed for several acts of terrorism in India in the 1990s.

Indonesia:

- Indonesia declared independence in August 1945 under President Sukarno, but only in 1949 was war with the Dutch ended and independence officially recognized. The new state was a federation of the separate islands and provinces but became a unitary state in 1950.
- Islam had played an important part in the drive for Indonesian independence and Sukarno provided charismatic leadership. The symbols of nationalism and the national language (Malay) were taught and opposition in the outer islands was brought under control. As president, Sukarno embodied the state and attempted to balance the army, the Muslim and communist threats.
- In 1962, Indonesia acquired Irian Jaya (West New Guinea) from the Dutch and in 1963 confronted Malaysia. The Indonesian constitution guaranteed freedom of religion, but only six major religious groups were recognized: Islam, Christianity (Roman Catholicism and Protestantism), Buddhism, Hinduism, and Confucianism. The tensions between the Islamic majority, which was nearly 90 per cent and minority religious groups often occurred.
- During the 1960s, Suharto tried to create a more secular state and include members of other religious groups in his government. In the late 20th century the treatment of Christians in Aceh; the issue of the independence of the largely Roman Catholic East Timor; and the rise of Islamic fundamentalism and terrorism affected Indonesia's relations with other countries in the region, including Australia.

Burma:

- Burma achieved independence in 1948 and factional rivalry leading to violence was prevalent in Burmese politics causing Ne Win to seize power in 1962 and set up a Revolutionary Council to govern the country.
- Burma became a single-party state under the Burma Socialist Programme Party, which created an ideology based on a mixture of Marxist and Buddhist principles.
- These events in Burma led to economic decline, isolation and repression, particularly of Christian minority groups who were deemed to symbolize Western imperialism. Also targeted have been the ethnic Karen people, of whom 40 per cent are Christian. The Karen refugees have fled to Thailand and this has led to tensions between the two countries.

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22. To what extent do you agree that globalization transformed Japan's society and economy throughout the second half of the 20th century?

Candidates are required to show an understanding of what globalization is and the extent to which it transformed Japanese society/economy. They may also challenge the question by assessing other factors that influenced Japan.

Indicative content

- Globalization is used to describe the increased movement of people, knowledge, ideas, goods and money across borders, which has led to increasing interconnectedness among the world's populations.
- After the war, Japan's major trading partner was the US in the early stages of its international trade. With the advantageous tariffs and quotas Japan enjoyed after the Second World War, Japanese imports flooded into the US.
- Japan effectively expanded its available labour force to include those of other Asian countries as well. Japan has diversified economic production to sell Japanese products for foreign markets, ranging from children's toys to electronics and automobiles.
- Following the Second World War, Japan adopted some North American values. Empowerment of various groups, including women and different racial groups, can be viewed as one of the impacts of globalization that had a positive impact on Japanese society.
- School students all over Japan became more exposed to non-Japanese cultures and it has been argued that these developments have made Japanese students more communicative in general. The presence of so many non-Japanese people has also forced Japanese people to re-examine traditional values and relationships.
- The use of the English language became more widespread.
- Japanese pop culture has swept through countries in East Asia and Southeast Asia. Japanese animation reached beyond Asia, indeed, Japan has even penetrated the US film industry, both financially and culturally.

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Social and economic developments 1945–2000

23. With reference to **one** country of the region, to what extent has the growth of the media been the most significant social development up to 2000?

Candidates are required to consider the ways in which the media has transformed the society of their chosen country but may also bring in other significant social developments to challenge the question.

Indicative content

- The growth of mass media is closely linked to technological developments. Developments in newspapers and magazines, film, television, the internet, advertising and mobile technologies have resulted in greater sharing of information.
- The changing nature of the media has made governments and politicians more accountable. The media has also played an important role in protests, demonstrations and revolutions.
- The media has also had an influence on sporting and cultural developments by allowing more people to access these activities through newspapers, television, radio and/or the internet.
- The media has also enabled many people, particularly in the developing world, to access greater educational opportunities.
- Candidates may argue that developments in technology, culture or education have had a greater impact on society in this time period.

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24. With reference to **one** country of the region, to what extent did women gain equality in the second half of the 20th century?

Candidates are required to give details of policies, attitudes and/or actions of governments towards women to measure the extent they gained equality. Responses are expected to cover a wide timeframe. Candidates may discuss the status of women prior to the timeframe in question as a means of establishing the extent to which this changed.

Indicative content

- With reference to politics, candidates may refer to political representation and participation in politics at local and national level.
- With reference to economics, candidates may refer to greater social mobility, access to new careers, property and inheritance.
- With reference to social change, candidates may refer to increased educational opportunities, access to healthcare and family planning.
- With reference to cultural and/or sporting development, candidates may refer to women's sporting events being given increased prestige, equal pay and credit given to women in, for example, the arts, film and music.

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